

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Donna Newman, Ed.D.

Official School Name: Garner Middle

School Mailing Address:
4302 Harry Wurzbach Rd
San Antonio, TX 78209-2498

County: Bexar State School Code Number*: 015910042

Telephone: (210) 805-5100 Fax: (210) 805-5138

Web site/URL: www.neisd.net E-mail: dnewma@neisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Richard Middleton

District Name: North East ISD Tel: (210) 804-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Beth Plummer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 42 | Elementary schools |
| 13 | Middle schools |
| 0 | Junior high schools |
| 8 | High schools |
| 8 | Other |
| 71 | TOTAL |

2. District Per Pupil Expenditure: 7774

Average State Per Pupil Expenditure: 7826

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	162	138	300
K			0	8	147	133	280
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	146	124	270				
TOTAL STUDENTS IN THE APPLYING SCHOOL							850

6. Racial/ethnic composition of the school:
- | |
|---|
| 1 % American Indian or Alaska Native |
| 2 % Asian |
| 15 % Black or African American |
| 54 % Hispanic or Latino |
| 0 % Native Hawaiian or Other Pacific Islander |
| 28 % White |
| % Two or more races |
| 100 % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 36 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	139
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	168
(3)	Total of all transferred students [sum of rows (1) and (2)].	307
(4)	Total number of students in the school as of October 1.	850
(5)	Total transferred students in row (3) divided by total students in row (4).	0.361
(6)	Amount in row (5) multiplied by 100.	36.118

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 51

Number of languages represented: 6

Specify languages:

Spanish, French, Mandarin, Farsi, Pashto, Urdu

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 479

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 121

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>66</u> Specific Learning Disability
<u>21</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>10</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>53</u>	<u>0</u>
Special resource teachers/specialists	<u>19</u>	<u>0</u>
Paraprofessionals	<u>25</u>	<u>0</u>
Support staff	<u>9</u>	<u>5</u>
Total number	<u>109</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	96%	96%	94%	95%	93%
Teacher turnover rate	9%	8%	3%	9%	%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher Turnover Rates

Information for teacher turnover from 03-04 is unavailable.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The mission of Garner Middle School is focused on developing a trusting environment where effective collaboration sustains the commitment to student success. Garner staff strives to help students achieve success academically, athletically and through fine arts. North East Independent School District and Garner refer to this as “educating the 360 child.” In 2008 Garner has been designated a Title I school wide campus due to the high number of economically disadvantaged students. Research clearly indicates that in order for the economically disadvantaged student to be motivated to do well in school, trusting relationships must be formed with adults at their school. Systems have been structured to help the stakeholders to build trusting relationships which has resulted in a more collaborative environment.

Garner has a diverse population of 850 students. The school is ethnically disaggregated with 15% African American, 54% Hispanic and 28% White. 14% of Garner students are classified as special education, 6% are second language learners, 56 % are economically disadvantaged and 6% are gifted and talented. Teachers are carefully selected to ensure that they have the appropriate qualifications to meet the needs of Garner’s diverse population. Effective collaboration is always a focus and each teacher is challenged to do his/her personal best.

Campus goals are communicated regularly with stakeholders. The Campus Improvement Committee, the site-based campus committee whose members include teachers, administrators, business representatives and parents, meets one time per month. All stakeholders are committed to having a Texas Education Agency “Exemplary” rating this year. The campus improvement plan identifies the necessary student goals and at each meeting, progress toward these goals is discussed and professional development opportunities are identified.

The faculty and staff understand that the student population is continually changing. Effective professional development is provided. Teachers have received, and are continuing to receive, training on:

- English Language Learners
- Effective grading
- The unmotivated learner

To meet the needs of this diverse student population, using data effectively is a major focus. NEISD has developed a data system, COMPASS, to which teachers have access. With this tool, teachers are able to identify weak objectives for specific students and make plans accordingly. Teachers are asked to turn in a “Data Team Planning” activity to the principal a minimum of two times per nine weeks. This activity requires teachers who teach the same subject identify a targeted objective, develop strategies together and give a common assessment on the objective. They then compare results and discuss any differences. This collaboration is crucial in that teachers are able to reflect on why techniques may or may not have been successful. The Academic Dean and Principal meet with all core content teachers to discuss this data analysis activity and provide guidance as to how to use it most effectively.

Teachers work together as a team. Teachers sometimes give up their conference time to teach a math class that has a substitute teacher that day. Electives teachers and coaches have conversations with students who might be failing a core content class. Most teachers tutor students before and/or after school. The Family Specialist offers classes to non-English speaking parents to make them feel more comfortable coming to the school. Administrators listen carefully to stakeholders and work to eliminate excuses for failure. Some examples of these resources include evening transportation for students who attend after school tutoring and elective courses to help students learn study and organizational skills. Effective communication, collaboration with all stakeholders, and making data driven instructional decisions have helped Garner students meet the goal of “educating the 360 child.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Texas Essential Knowledge and Skills (TEKS) are the state developed curriculum and drive the state assessment entitled “Texas Assessment of Knowledge and Skills” (TAKS). All Garner students are assessed on the TAKS test each spring in the areas of reading, mathematics, writing, social studies and science. Students served in the Special Education program may take a modified or alternate version of TAKS. There are three levels of student achievement at the middle school level: Commended Performance indicates a student has a thorough understanding of the curriculum and scores considerably above the state passing standard. Met Standard indicates that a student has “sufficient understanding” of the TEKS curriculum. Did Not Meet the Standard indicates unsatisfactory student performance in that TEKS curricular area.

Over the past five years, Garner Middle School has shown improvement in not only the overall school performance, but by closing the “Achievement Gap” among African American, Hispanic, and economically disadvantaged students when compared to the White subpopulation. Overall student performance shows steady gains in both reading and mathematics. The 2004 reading overall passing rate for reading was 88% and increased to 96% in 2008. More dramatic gains were evident in mathematics which went from a 78% passing rate in 2004, dropped to 69% in 2005 and increased to 90% in 2008. On the mathematics TAKS results for spring of 2004, there was a 30 point difference between the African American and White student populations. 2008 test results show that gap has diminished to a 14 point gap. When comparing the Hispanic and White subpopulations in mathematics, the difference was reduced from a 21 point disparity in 2004 to 10 points in 2008. This decrease in differences was also evident when comparing economically disadvantaged students to the White subpopulation which went from 22 points in 2004 to eleven points in 2008.

The achievement gap between the subpopulations was not nearly as evident in the area of reading. In 2004, the gap ranged from 8 to 9 points when comparing all subpopulations against the White subpopulation. In the spring of 2008, the gap decreased to a difference of three to four points. Data shows Garner students made steady gains over the past five years on the state reading tests. In 2007-2008 the alternative assessment for reading and mathematics administered to special education students were at grade level with various degrees of modifications.

Additional information regarding the Texas state assessment system (TAKS) can be found at: www.tea.state.tx.us/student.assessment.

The Texas Education Agency rates Texas public schools with the Texas Accountability Rating System. Schools can be rated Exemplary if at least 90% of the tested students pass all tests taken. All identified subpopulations must also attain a minimum 90% passing rate. A rating of Recognized is received with 75% mastery. Garner Middle School has received a rating of Recognized for the 2006-2007 and 2007-2008 school years. Because at least 25% of all students tested demonstrated mastery and received “commended performance,” Garner Middle School has also received “Gold Performance Acknowledgments” in the areas of reading, writing and social studies every year since 2005. Gold Performance Acknowledgements were also awarded to Garner in 2006, 2007 and 2008 for Comparable Improvement in Reading. Comparable Improvement is awarded based on student improvement when compared to 40 demographically similar schools.

The trusting, collaborative environment fosters a climate that is student centered. Garner faculty, staff, students and community are committed to excellence and are very proud of all their accomplishments.

2. Using Assessment Results:

At the end of the 2007-2008 school year, the faculty set a goal of 90% for student success on the TAKS test. A 90% passing rate for all subpopulations in the core content areas would earn the school a state recognition of “Exemplary.” In order to meet this goal, Garner Middle School must remain a data driven campus. It is the staff’s belief that student academic success is directly related to making informed, data driven decisions regarding instruction. The following are specific examples that demonstrate this belief.

Since teacher time is extremely valuable, every Wednesday afternoon is reserved for a designated type of meeting. The second Wednesday of every month is entitled, "Data Meeting." During this time, teachers can meet as either a department or by grade level to review existing data such as last year's state test (TAKS) or the district benchmark tests, which are given throughout the school year in the five content areas (reading, writing, mathematics, science, and social studies,). This information is disaggregated by subpopulations. At Garner, the subpopulations are Hispanic, African American, White, Economically Disadvantaged and English Language Learners (ELL). Teachers identify both the learning objective and the struggling subpopulation(s) for targeted intervention. Plans are developed collaboratively by teachers with a common assessment given at the end of the intervention. Results are discussed and teachers decide whether further intervention is necessary. Teachers then submit a copy of their data analysis to administrators.

North East Independent School District created a computer program (COMPASS) that teachers may utilize to view all student testing and benchmark data. This data may be manipulated to show results by grade level, by teacher and by subpopulation. When test data becomes available, it is downloaded immediately into the program. All faculty members received training on using this program and frequently access the data.

3. Communicating Assessment Results:

Student performance is communicated to parents, students and the community through a variety of methods. Individual student results from the state wide assessment are mailed to parents with attachments explaining the data. In the fall, the state of Texas generates a "School Report Card" that the campus mails to all families of Garner students. This report identifies TAKS performance by subpopulations and gives additional information such as class sizes, student-teacher ratio, and expenditures.

Each year the Campus Improvement Committee (CIC) develops a campus improvement plan that is available on-line to the public. This improvement plan identifies how the subpopulations performed the previous year on TAKS as well as the goals for the upcoming school year. Strategies for meeting these goals are also listed.

Benchmark tests are formative assessments that are good indicators of how students will perform on the TAKS when it is given in the spring. The benchmarks identify student strengths and weaknesses in specific learning objectives. Student performance on the various benchmark tests are discussed during parent meetings. Students are also made aware of their performance on these assessments and work with their teachers to set personal academic goals. Students keep their goal setting sheets and update them throughout the school year as needed.

Teachers strive to ensure that grades are a true reflection of student ability in the subject area. Communication between the school and parents is vital to ensuring student success, so grade reports are sent home every three weeks. Parents can also access their child's progress on line through the NEISD's "Parent Portal" that shows current classroom grades, attendance and any school interventions that have been created.

4. Sharing Success:

For the past two years, Garner has attained a Texas Education Agency (TEA) rating of "Recognized," the second highest rating available to Texas schools. In the spring of 2008, the principal was notified by TEA that Garner qualified to apply for the Texas Educator Excellence Grant due to student improvement. The campus shares its successes not only with other schools in the district, but schools across Texas. One such school district, Plano ISD in Texas, researched high achieving schools throughout the state and asked to visit Garner. Their central office staff visited in November, 2008. They met with the school administration and teachers to discuss strategies utilized, especially in the areas of mathematics and science. The visitors also observed in various math and science classrooms.

The principal is aware that many students excel in areas other than academics. Student achievements in orchestra, band, choir, athletic and academic University Interscholastic League competitions are celebrated and shared. Each middle school in the district is awarded points for these competitions. The district awards a first, second or third place "Middle School Cup" to those schools that receive the most points. In 2006 and 2007, Garner received the first place cup and in 2008, the third place cup. It is important that successes such as these are celebrated in order to renew and energize the Garner stakeholders. Successes are shared at faculty

meetings, PTA meetings and school programs such as orchestra, band and choir concerts. The principal is able to send out emails to those families who have provided email addresses. It is important to the faculty and staff that students display both pride in themselves and their campus, so students are continually reminded of their accomplishments.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Garner Middle School's curriculum is based on the Texas Essential Knowledge and Skills. In addition to the core curricular areas (mathematics, reading, English, science and social studies), the curriculum offers theater arts, art, debate, family and consumer sciences, choir, orchestra, band, technology applications, Spanish and athletics.

Mathematics is taught by highly qualified teachers who utilize real world examples to ensure a deep understand of mathematical concepts.

English Language Arts is taught through separate reading and English classes. Students read and analyze literary works, learn the mechanics of grammar and write compositions that address the different modes of writing. All Garner students attend reading and English classes.

All students attend science classes. A science facilitator works closely with all science teachers to develop plans and help prepare for the many "hands-on" labs in which students actively participate. The science facilitator assists teachers to analyze formative testing data to determine any objectives in which students are weak and then plan accordingly.

Social studies teachers teach world, U.S. and Texas history to all students. Technology and student projects are part of the social studies curriculum to ensure students have a deep understanding of the curricular objectives.

Spanish courses are offered to students in 7th and 8th grade. 25% of current 7th and 8th graders are enrolled in Spanish. Students may receive one high school credit and are eligible to enter Spanish II or Spanish II PreAP as freshmen in high school. The Spanish curriculum is the same as high school Spanish curriculum and the four language skills (listening, speaking, reading, and writing) are addressed.

The orchestra, band and choir programs are vertically aligned for teaching concepts from 6th through 8th grade. The orchestra teacher also teaches a 5th grade "strings" program to Garner's feeder elementary schools. Besides being taught the various instruments, teachers focus on technique and appropriate concert behavior. Students learn to read music and have opportunities to participate in Regional competitions, University Inter-Scholastic League Concert and Sightreading contests, and Solo and Ensemble contests each year. Students enrolled in these courses also participate in numerous concerts throughout the year both at school and in the community.

Garner's theater arts program is performance and project based. Instruction is delivered through various forms including, but not limited to, lecture, open discussion and discovery, group work, visual and audio presentations, and student participation and performance. All students are engaged through individual and group work. Parents help with the costumes for the performances. Students participate in district competitions and perform plays for the school throughout the year.

While all students are required to take four semesters of PE, Garner's year-long athletic program is available to all students in 7th and 8th grades. Students learn basic fundamentals for various sports including volleyball, football, basketball, tennis, golf and track. All students trying out for these sports are part of the team and are able to participate in the competitions held throughout the year.

Over 250 students are enrolled in an art class this year. The art curriculum presents the basic elements of art and uses examples from historical and popular artists that exemplify those elements in their work. Hands-on student work is created each day and many students compete in art contests locally and nationally.

Garner's debate class promotes high level critical thinking through research, discussion, argument writing, and speaking. Worldwide current events are studied daily in class and the Garner debate team participates in debate competitions.

Technology courses are available to sixth grade students to teach them keyboarding and basic programs. The Family and Consumer Science classes teach 7th and 8th grade students the basics of cooking, sewing and child development. Student goal setting and career opportunities are also taught.

2b. (Secondary Schools) English:

Garner Middle School's Language Arts program is research-based, focusing on metacognitive strategies, word identification skills, vocabulary development, comprehension and fluency. Students continue to improve their ability to read critically as teachers emphasize comprehension and strategic thinking skills to their students. The librarian works closely with campus teachers to ensure the library and its resources are utilized effectively for research projects.

Students whose reading skills are below grade level are enrolled in a reading workshop class in addition to the "regular" reading class. This provides students an extra 45 minutes of reading instruction and allows the teacher to focus on the weaknesses of each individual student. The administration tries to ensure that each reading workshop class has no more than 12 students. The reading workshop teacher has elementary school experience and is an expert in the fundamentals of reading.

Advanced Contemporary Literacy courses are available to students who are advanced readers. These courses allow students to develop their knowledge and skills through writing, reading and discussion of current events with an emphasis upon media literacy. Students also analyze and respond to different types of mass media including newspapers, television, radio, advertising, and the Internet; popular culture is a key component of this course. Reading strategies are an integral part of instruction, as well as, higher order thinking skills.

While the English courses continue to teach writing skills, writing across the curriculum is an important instructional component at Garner Middle School. Most teachers require that students keep daily journals for it is through writing that students demonstrate a true understanding of concepts. Students are taught how to write in a variety of genres and there is an active exchange of ideas in collaborative groups. Teachers provide constructive feedback resulting in students understanding why they were or were not successful.

3. Additional Curriculum Area:

Mathematics has been a major focus at Garner Middle School. The Principal has utilized staff at the school so that there are four math teachers at each grade level as opposed to two for most other core curricular areas. This allows for smaller class sizes and 90-minute blocked math classes for students who are below grade level in math. The blocked math classes follow the district scope and sequence, but the extra time allows a deeper investigation into the mathematic objectives. Curriculum based work stations in the blocked classes allow students to engage in hands-on activities as they move from station to station. There is also a mathematics workshop class that provides students an additional 45 minutes of math instruction and allows the teacher to focus on the weaknesses of each individual student. The administration tries to ensure that each math workshop class has no more than 12 students.

Garner participates in a mathematics competition with another middle school in the district that has similar demographics. This competition, known as "Math Millionaire," allows students in grades 6 through 8 who

have not mastered all the grade level math concepts to be part of a team of students who must work together and use critical thinking skills to solve math problems. This meet is held twice during the spring semester.

Finally, all math teachers have a common 45 minute planning time. Teachers are able to collaborate and develop real-world examples to teach the curriculum and ensure a deep understanding of mathematical concepts. Their goal is for students to develop the skills and knowledge necessary to solve math problems as they occur in everyday life.

4. Instructional Methods:

Teachers analyze data throughout the school year. Trends and student subpopulations are discussed regularly and teachers then focus on areas of student weakness. Individual data is taken into consideration for tutoring and student groupings and these groupings are constantly changing depending on student need. Best practice strategies are used with all students, but depending on the needs of the targeted groups, certain strategies are used for best results. Strategies used for differentiated instruction include, but are not limited to, think/pair/share, hands-on projects, and technological based projects and/or tutorials such as PLATO.

Reteaching is provided through the use of mini-lessons, before and/or after school tutorials, one-on-one teacher assistance, and utilizing a co-funded Content Mastery Center. This year, the administration has budgeted funds for after school tutoring transportation. Bus transportation is provided three times per week for students who stay for after school tutoring.

North East Central Office support is also utilized, especially for teachers new to the profession. Central Office staff helps plan and model lessons for the new teachers that assist them in learning how to differentiate instruction. They also meet with teams of teachers and offer new ideas or provide necessary materials.

Teachers follow all accommodations mandated by the Special Education and English Language Learner (ELL) programs. Special Education and ELL teachers visit each classroom to offer assistance to their identified students. Teachers also evaluate students collaboratively using the “Response To Intervention” process and develop strategies to assist with student success. Examples of interventions and strategies include limiting answer choices, small group test administration, visual aids, reteach, and note taking assistance. Student schedule changes are considered throughout the year to maximize course offerings that might assist students. ELL, Advancement Via Individual Determination (AVID), math and reading workshops, blocked mathematics and study skills are part of the course offerings available to students.

5. Professional Development:

The school’s professional development opportunities are extensive, providing teachers effective training they take back to their classrooms. The administrative staff encourages teachers to strive beyond their own boundaries to reach every child in their classrooms. Faculty and staff have opportunities to develop skills in their particular subject matter as well as classroom management and developing trusting relationships with both colleagues and students. Some examples of this year’s professional development include Margaret Kilgo’s data analysis, Ruby Paine’s poverty studies, Randy Sprick’s CHAMPS (behavioral management), PreAP and Algebra I focus groups and technology courses available at the district and campus level. One of the most useful professional development opportunities this year has been Rick Wormli and his focus on grades and building relationships with the unmotivated middle school student. Teachers who attended this workshop have been reenergized and have a more reflective approach to grading students. To focus on Garner’s subpopulations, teachers have also received sheltered instruction observation protocol (SIOP) for the ELL learners, Gifted and Talented (GT) training for teachers new to the GT program and Response To Intervention (RTI) training to help teachers with struggling students. RTI has helped teachers collaborate and reflect about effective strategies.

The school district provides training for new teachers and their assigned mentor teachers for two years so that new teachers do not feel so isolated in their new profession. In these sessions, new teachers learn effective classroom management, how to differentiate instruction and effective teaching strategies. Garner Middle School's administration meets once per month with those teachers new to the profession. These meetings are informal and teachers ask questions ranging from how to handle discipline to campus procedures for tardies.

6. School Leadership:

The leadership structure at Garner Middle School is collaborative, one in which administrators and teachers work in tandem with one another for the betterment of the students. The principal has instilled a climate of trust, relationship building and working as a team. The campus leader has provided a focus of serving the whole child which means staff must build rapport with their students in order to meet their needs. Teacher input is embraced and solicited via the department chairs and team leaders, as well as through individual conversations with staff members. The Principal models data-driven decision making and has taught staff the relevance of this practice. Students' results are the primary indicator of program success, teacher effectiveness and resource needs. Teachers are frequently seen in the Academic Dean's office, soliciting advice regarding instructional problems they have. If there is a concern, a teacher is assisted by a leadership team member to remedy this situation through professional development or other forms of assistance. The key to success is working collaboratively with the teacher to develop a plan. Frequent classroom walkthroughs from administration ensure effective instruction while providing affirmation to staff. At the same time, the classroom visits assist students and administration with getting to know one another. Administration meets with the academic teams weekly to learn of student concerns and assist with planning interventions or celebrating successes. Within the leadership structure at Garner, teachers feel empowered. The staff freely offers solutions, analyzes results, shares ideas and needs to campus administration which are focused on improving student achievement. This campus culture of mutual trust and respect amongst faculty, administration and students promotes a school environment in which students' needs are in the forefront of all decision-making.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	87	90	85	82	78
Exceeds	35	44	37	33	20
Number of students tested	308	258	250	264	250
Percent of total students tested	98	99	99	98	98
Number of students alternatively assessed	38	12	8	28	27
Percent of students alternatively assessed	12	5	3	11	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	95	97	95	91	85
Exceeds	59	56	60	37	34
Number of students tested	78	82	90	103	104
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	85	88	82	77	76
Exceeds	27	38	22	33	11
Number of students tested	173	127	113	112	93
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	79	80	73	69	67
Exceeds	24	36	23	23	7
Number of students tested	50	42	40	39	45

Notes:

Subject: Reading Grade: 6 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	96	98	97	89	87
Exceeds	45	60	44	41	31
Number of students tested	308	255	247	263	252
Percent of total students tested	98	99	99	98	98
Number of students alternatively assessed	39	10	6	27	19
Percent of students alternatively assessed	13	4	2	10	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
'Meeting' plus 'Exceeding' State Standards	94	97	96	86	83
Exceeds	39	53	29	26	20
Number of students tested	178	141	135	138	122
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	98	99	99	96	90
Exceeds	67	71	60	56	49
Number of students tested	78	82	90	100	106
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	95	99	95	85	84
Exceeds	40	56	31	33	20
Number of students tested	173	125	110	112	92
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	94	93	97	83	86
Exceeds	38	46	33	24	15
Number of students tested	50	41	40	42	46

Notes:

Subject: Mathematics Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	87	81	76	65	79
Exceeds	22	17	13	8	6
Number of students tested	308	246	247	256	267
Percent of total students tested	98	99	99	98	98
Number of students alternatively assessed	33	5	12	32	18
Percent of students alternatively assessed	11	2	5	13	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
'Meeting' plus 'Exceeding' State Standards	83	73	67	59	69
Exceeds	17	9	12	6	3
Number of students tested	169	127	120	114	119
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	95	92	89	77	91
Exceeds	30	56	14	12	9
Number of students tested	91	82	105	99	113
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	84	72	66	60	73
Exceeds	22	6	1	5	4
Number of students tested	155	117	101	114	101
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	78	78	69	40	57
Exceeds	10	17	3	5	6
Number of students tested	51	30	33	37	36

Notes:

Subject: Reading Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	94	93	85	84	90
Exceeds	30	36	26	20	18
Number of students tested	303	245	243	258	268
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	35	4	13	33	19
Percent of students alternatively assessed	23	1	5	13	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
'Meeting' plus 'Exceeding' State Standards	92	91	78	82	84
Exceeds	26	20	18	13	4
Number of students tested	170	128	116	114	122
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	97	94	94	90	96
Exceeds	44	59	31	31	28
Number of students tested	91	92	105	99	113
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	92	91	78	81	86
Exceeds	28	20	27	13	13
Number of students tested	156	117	98	114	111
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	94	93	77	75	79
Exceeds	14	23	12	13	5
Number of students tested	51	30	33	39	37

Notes:

Subject: Mathematics Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	93	81	69	61	66
Exceeds	25	18	8	13	10
Number of students tested	276	227	251	254	268
Percent of total students tested	99	99	99	98	98
Number of students alternatively assessed	37	9	7	33	36
Percent of students alternatively assessed	13	4	3	13	13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
'Meeting' plus 'Exceeding' State Standards	93	72	54	54	53
Exceeds	26	13	5	8	4
Number of students tested	141	108	129	109	137
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	99	90	87	73	86
Exceeds	40	24	13	21	22
Number of students tested	88	89	96	106	106
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	90	74	60	49	49
Exceeds	24	16	5	8	1
Number of students tested	137	102	111	108	107
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	88	68	41	55	47
Exceeds	23	6	5	6	2
Number of students tested	48	3	38	35	46

Notes:

Subject: Reading Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
'Meeting' plus 'Exceeding' State Standards	98	92	92	91	88
Exceeds	65	52	43	45	20
Number of students tested	280	227	256	253	270
Percent of total students tested	99	99	99	98	98
Number of students alternatively assessed	41	9	16	24	39
Percent of students alternatively assessed	15	4	6	9	14
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
'Meeting' plus 'Exceeding' State Standards	96	90	89	82	85
Exceeds	52	40	30	36	13
Number of students tested	147	108	132	109	135
2. Racial/Ethnic Group (specify subgroup): White					
'Meeting' plus 'Exceeding' State Standards	99	95	98	99	92
Exceeds	76	64	60	65	32
Number of students tested	92	88	98	106	111
3. (specify subgroup): Hispanic					
'Meeting' plus 'Exceeding' State Standards	97	90	89	86	84
Exceeds	55	48	33	35	13
Number of students tested	137	104	109	107	105
4. (specify subgroup): African American					
'Meeting' plus 'Exceeding' State Standards	97	88	82	73	86
Exceeds	50	39	28	23	7
Number of students tested	48	31	43	35	42

Notes: